

What is your definition of descriptive feedback?

CHECK

- Assessment
- Maintenance
- Monitoring

What is descriptive feedback?



Feedback.....

- Focuses on ***providing information*** to the student with the ***goal of improving*** what is being addressed.
- Allows the student to adjust and ***revise*** their thinking.
- It is conversational, less formal and is ***not judgmental or evaluative***.

How can we provide **assessment experiences** for students that will start them on an “*upward spiral*?”



Assessment *FOR* Learning has **3 major components**:

- **Accurate Information**
- **Descriptive Feedback**
- **Student Involvement**

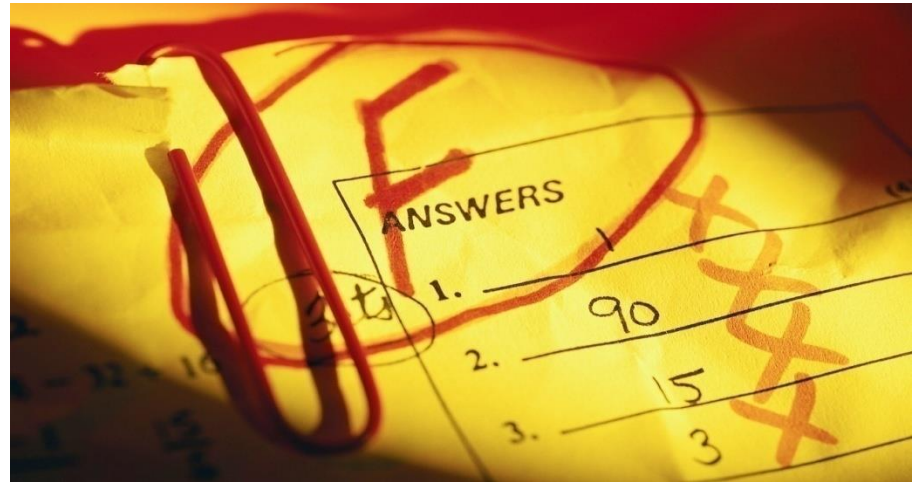
Effective Descriptive Feedback

- Should be **specific** to how to improve performance
- Should be **timely**
- Should be **relevant** to the student and their **goals**
- Should be **clear and concise**



Feedback CONTENT can be **EFFECTIVE** or **INEFFECTIVE**: Ineffective Descriptive Feedback

- Irrelevant
- General
- **Delayed**
- Overwhelming



Effective vs. Ineffective?
you be the judge



Descriptive Feedback Sample 1:

"I love the chart that starts with trees growing up at the recycling plant (instead of the recycling plant itself). It follows the relationship between the trees and the recycling plant, illustrating how the trees can come from the recycling plant."

Effective Descriptive Feedback

Clarity (positive) ✓

Clarity ✓

Specificity ✓

Tone ✓

Descriptive Feedback Sample 2:

“Your report was the best I’ve ever read. You didn’t put any effort into it.”

Ineffective Descriptive Feedback

- Direction ✗
- Valence (positive) ✗
- Clarity ✗
- Specificity ✗
- Tone ✗

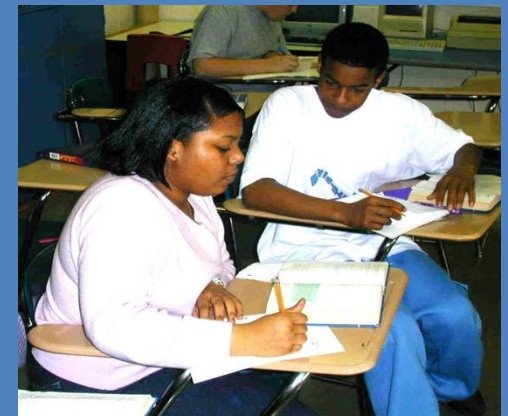
Effective Descriptive Feedback addresses both cognitive and ***motivational*** factors.



- **Cognitive factors:**
Corrective feedback gives specific information students can use. It focuses on their strengths and ways to improve.
- ***Motivational factors:***
Once the students feel they understand what to do and why, a sense of control is developed.

OR

Which group of students has been motivated for success?



So, how can we give descriptive feedback that is *informational* as well as *motivational*?



Descriptive Feedback Strategies



Descriptive Feedback Strategy #1



Model *both giving and using* feedback:

- Use think-aloud activities so students see how revisions are made and why
- Create a classroom environment where feedback is expected and “mistakes” are recognized as opportunities for learning
- **Provide feedback PRIOR to providing the grade**

Descriptive Feedback Strategy #2



Be clear about the learning target and the criteria for good work:

- Use assignments with obvious value and interest
- Explain to the student why an assignment is given; set a relevant purpose for the work
- Make directions clear
- Utilize **student friendly rubrics**
- Have students develop their own rubrics or translate yours into student friendly language if appropriate
- Design lessons that incorporate using the rubrics as students work


Descriptive Feedback Strategy #3




**Teach students self and peer assessment skills.
This will:**

- Teach students where feedback comes from
- Increase students' interest in feedback by helping them to 'own' it and track it themselves
- Answer students' own questions
- Develop self-regulation skills, necessary for using any feedback

Students can use tools to help determine and track their own data and feedback.



HOW CLOSE AM I TO MY TARGET?



SUBJECT: _____

Date: _____

100% _____

80% _____

Date: _____


100% _____

80% _____

Date: _____

100% _____

80% _____



Date: _____


100% _____

80% _____

Date: _____

100% _____

80% _____




Date: _____

100% _____



80% _____

Data-Feedback-Strategy Method in the CLASSROOM / STUDENT






Name: _____ Subject: _____

Date: _____ Assessment: _____

Question #	<input checked="" type="checkbox"/> for CORRECT	 Simple Mistake	 More Study	I am good at:
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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23				
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25				
26				
27				
28				
29				
30				

Total # CORRECT: _____

My Score/Grade: _____

DFSIM/C-2a

Descriptive Feedback Strategy #4



Design lessons in which students use feedback on previous work to produce better work:

- Provide opportunities to **redo assignments**
- Give new but similar assignments for the same learning targets
- Give opportunities for students to make the connections between the feedback they received and the improvement of their work

How will you know if your feedback was effective?

- Your students learn; their work improves.
- Your students become more motivated; they believe they can learn, want to learn and take more control over their own learning.
- Your classroom becomes a place where feedback is valued and viewed as productive.



Descriptive Feedback Starter Stems

STRENGTHS

- This is quality work because...
- Your thinking shows...
- Two things you really did well...
- I noticed that...
- Your writing tells me...

AREAS to IMPROVE

- Your thinking shows...
- One thing to improve...
- You need more...
- You need less...
- When explaining your topic you...
- Your writing tells me...

IMPROVEMENT STRATEGIES

- Your next steps might be...
- You might try...
- You might have better results if you...
- Your response would be more appropriate/effective if you included...

Original PowerPoint from Miami –Dade Schools:

<http://eto.dadeschools.net/ETO%20Documents%20for%20Website/2013-2014%20Curriculum%20Page%20Images/For%20Web%20Site%20Science/Professional%20Development%20Resources/Corrective%20Feedback/What%20is%20your%20definition%20of%20%20descriptive%20feedback.pptx>

Edited by Ginger Y. McKinney for EDU 310 Technology in Education
North Carolina Wesleyan College Summer 1 (2015)

Article about descriptive feedback.

<http://whatsrightineducation.com/2012/01/30/why-teachers-should-provide-descriptive-feedback/>

WHAT IS DESCRIPTIVE FORMATIVE FEEDBACK?

Which one doesn't belong with the others? Why?

The details in your map are understandable and precise.

You need to be clearer on the variables in your experimental design.

WOW! YOU CITED EVERY SOURCE CORRECTLY.

100% A+ Great job!

Slow down in your reading rate. You are missing important details that affect your understanding of the information.

You spoke clearly, but at times you used the wrong terminology and confused your audience.

Your story is fun to read. You used puns effectively.

Why did you choose to include this information? What did you choose to exclude?

Are these the strongest examples you could find?

What questions do you still have about this topic? Where might you go to investigate?